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SELECTED PAPERS--1967, A REPORT OF THE PROCEEDINGS OF THE STATE READING CONFERENCE (3RD, PURDUE UNIVERSITY, APRIL 15, 1967).

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A COLLECTION OF 11 SELECTED SUMMARIES OF PAPERS PRESENTED AT THE THIRD ANNUAL CONFERENCE OF THE INDIANA STATE COUNCIL OF THE INTERNATIONAL READING ASSOCIATION AT PURDUE UNIVERSITY IS PRESENTED. TOPICS VARY -- (1) THE NEED TO DEVELOP IN CHILDREN A LOVE FOR BOOKS AND READING, (2) HOW FEDERAL AID HAS ENCOURAGED THE ESTABLISHMENT OF CENTRAL SCHOOL LIBRARIES, (3) THE EFFECTIVENESS OF A PRESCHOOL PROGRAM IN PROVIDING FOR THE DEVELOPMENT OF ORAL LANGUAGE, READING SKILLS, SOCIAL SKILLS, AND A DESIRE TO LEARN, (4) HOW A JUNIOR PRIMARY STEP-UP PROGRAM PREPARES CHILDREN FOR FORMAL FIRST-GRADE WORK, (5) A SUMMER TV READING PROGRAM, (6) THE USE OF APPROPRIATE AUDIOVISUAL MATERIALS ADAPTED TO THE LESSON AND THE LEARNER, (7) SUGGESTED GAMES AND MOTIVATIONAL AIDS IN TEACHING READING, (8) THE USE OF THE NEUROLOGICAL APPROACH IN HELPING CHILDREN WITH LEARNING PROBLEMS THROUGH A PERCEPTUAL-MOTOR PROGRAM, (9) HOW TO HELP STUDENTS READ SCIENCE MATERIALS, AND (10) THE SHORTCOMINGS OF CERTIFICATION REQUIREMENTS AND FALSE IDEAS ABOUT PROFESSIONALISM. ONE ARTICLE RAISES THREE QUESTIONS EDUCATORS SHOULD ASK THEMSELVES WHEN INITIATING A PROGRAM, WHEN GROUPING STUDENTS, AND WHEN TEACHING SPEED READING. (NS)

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SELECTED PAPERS

THIRD ANNUAL CONFERENCE

INDIANA STATE COUNCIL
International Reading Association

JANES, EDITH C.

RE001 176

Indiana State Council
affiliate of
International Reading Association

SELECTED PAPERS - 1967

A Report of Proceedings
of the

Third Annual State Reading Conference
at

Purdue University
West Lafayette, Indiana
on

April 15, 1967

Indiana State Council
affiliate of
International Reading Association

SELECTED PAPERS

Foreword

The following selected summaries are based upon papers given in the discussion sections of the Third Annual State Conference of the Indiana State Council of the International Reading Association.

These summaries have been selected and edited by members of the appointed Publications Committee. The Committee hopes that local councils and other interested parties will reproduce some or all of these materials and distribute them more widely.

The Publications Committee views this limited selection as the first step toward a more generous publication of State Conference papers and hopes that members of the various Indiana local councils will approve such a necessarily modest beginning. The Committee welcomes comments and suggestions relevant to the present selection of materials.

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SELECTED PAPERS
Prepared By
Edith C. Janes
Gary

Selected Papers
from
Third Annual Indiana State Reading Conference

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SELECTED PAPERS

I. NEEDED: MORE READING OF LITERATURE

Hazel C. Hart, Butler University

A well-organized curriculum provides many opportunities to acquaint children with quality literature just as it provides for instruction in any of the content areas--basic reading, science, mathematics and social studies. All types of reading--developmental, informational and purely literary--have long been recognized as essential; each serves a specific function. Though the reading of literature has many values it serves a unique role in readying the child for appreciating the best offerings in the field of reading.

The school can demonstrate to pupils the usefulness and the need for reading as well as the joy to be experienced by hearing stories, poems, rhymes, and jingles read to them by people whom they value--parents and teachers.

A number of research studies have shown that a teacher's enthusiasm for literature is contagious. One recent researcher indicated that children's responses demonstrated that the teacher's reading of books to children resulted in children's growth in interest in books. Other research studies have given evidence to support the fact that children are linguistically retarded if they come from a depressed, meager home background where there is little or no family talk or conversation, where story reading is not provided, and where few if any books are available. It must be noted, however, that this does not necessarily indicate mental backwardness.

What is happening to those children who are being shortchanged because they have no one in their lives who cares enough to share with them the rich offerings of fine literature? The answer is obvious--these are the children who are deprived of their birthright, their literary heritage. These are the children who lack an appreciation of the beauty of the language they speak. It is a sad commentary upon the adults of our culture that we do not care deeply enough for our mother tongue to instill a sense of pride and love of the English language in our children.

Furthermore, impoverished speech is a major handicap in adjusting to the school situation. Inability to communicate adequately could be and sometimes is interpreted to mean lack of intellectual ability--which may not be a valid assumption. Through introduction to fine literature children acquire a rich source in extending the child's listening and speaking vocabularies. Attuning the ear to the qualities of an author's words develops sensitivity to the skill of the writer which growing children come to appreciate to an ever-increasing degree.

Sensitively written literature for children should be made as much a part of their daily living as the food they eat. The home, the school, and the library should and must assume this responsibility and work more diligently, increasing their efforts in helping to instill in children a love of books, of their mother tongue and a sense of pride in speaking it well. Children who become avid readers and book-lovers are those who have been started early on the road to reading, <u>long before entering school</u>.

We applaud those interested adults who through conscientious effort have achieved, in some measure at least, the ultimate goal: creating book-loving and book-reading children.

II. THE EFFECT OF FEDERAL AID ON THE ELEMENTARY SCHOOL LIBRARY

Georgia J. Goodwin, Southport High School, Indianapolis

According to current research, both the equality and the diversity of reading among the brighter students will be increased by adding a central library to an elementary school. When a librarian is added, the poorer students show significant improvement in their reading. The opportunity the elementary school library offers for individualized learning certainly should fill both the librarian and the teacher of reading with enthusiasm.

Several years ago in McCall's Magazine Francis Keppel, the U.S. Commissioner of Education, entitled an article "Schools Without Libraries--Our National Disgrace." In Indiana five years ago less than ten percent of the elementary schools had central libraries with professional personnel. Having a central library was the exception rather than the rule. It was not a lack of enthusiasm on the part of teachers, administrators, parents, or children, but a pure dollars-and-cents problem that caused this situation to exist.

In 1965 the Elementary and Secondary Education Act was passed. The impact of this legislation on elementary school library development was almost unbelievable. Now in Indiana there are fewer than 325 schools without some form of central library.

Title I provides funds for programs designed specifically for educationally deprived children. The local school district decides what type of project will best fill the needs of these students. Over half of the Title I projects in Indiana involve library services. One critical problem aggravated by Title I is the shortage of qualified personnel to administer these programs. No library program is better than the librarian who administers it.

Title II of P.L. 89-10 provides funds for library resources--all kinds. About 40% of the available funds have been for library books. The Title III program provides for innovative and exemplary projects. This is a competitive program in that school districts must submit a proposal to both the State Department of Public Instruction and the U.S. Office of Education. Three-fourths of the approved Title III projects in Indiana involve libraries in a broad context of the term. Many, although reading may not be specifically mentioned, do affect reading programs.

N.D.E.A., Title II provides, on a partial reimbursement basis, funds for materials and equipment for reading programs. N.D.E.A., Title XI, Institutes have provided training opportunities for both librarians and reading teachers. Consultant service for reading and libraries in the State Department in Indiana is available in the Curriculum Division, E.S.E.A.; Title I Division, N.D.E.A.; Title III Division, the Division of Audiovisual and Television Instruction and the Division of School Libraries and Teaching Materials.

All of these programs make it evident that the need to strengthen reading programs has been identified at all levels. At the national level improving the teaching of reading is considered one of the top five needs. This indicates that there will be a continuation of considerable financial support.

The challenge . . . and the money . . . have been provided. It is up to us now teach our children creatively!

III. THE PRE-PRIMARY PROGRAM IN THE EVANSVILLE-VANDERBURGH SCHOOLS

Faye Rhodes, Baker School, Evansville

In the past years we have acted upon the false assumption that all children who have spent a year in kindergarten are ready for the more formal work of the first grade. Frustration that some children experience in the first grade is due mainly to their unreadiness to move to the level of work demanded by the first grade.

Children differ from each other in their rate of development both physically and mentally. They also differ from each other in their ability to gain from the experiences in which they participate. Because of these differing rates of development, we come to recognize the fact that some need an extended period of readiness at a given point rather than a full push ahead to a level a whole step higher.

These children lack most of the skills that make for success in school. They are extremely handicapped by their lack of oral language facility. Their auditory and visual discrimination skills are poorly developed and they have short attention spans.

A sudy of test results made in the Evansville-Vanderburgh School Organization from Grades 1 through 8 revealed that a large number of children having difficulty in reading began having these problems in the first grade. A pre-primary program of extended readiness was subsequently begun in six schools in the fall of 1965.

There are from 15 to 25 youngsters in these classes. They come from homes of limited reading, poor vocabularies, and limited experiences. Their parents are usually uninterested or indifferent to school work. These children attend school a whole day and are assigned to the first grade the following year.

The objectives of this program are to develop oral language facilities, to aid in the many areas of maturation, to develop a desire to learn, to develop word analysis and comprehension skills, and to develop social skills.

The program is free and flexible. Many field trips are taken. A great variety of activities and materials are used. Many activities and materials, which allow the child to test, to experiment, to imitate, to dramatize, and to manipulate toys and puzzles are used. Oral language is given emphasis.

The success of this program is borne out, not only by observation and teacher judgment, but also by test results. The mean mental age of these children increased 1 year and 11 months in a one-year period.

IV. ARE WE TRYING TOO HARD IN PRIMARY?

Rhea Akemann, Marion Community Schools

Yes, we are! We are trying too hard to give a formal academic program to too many youngsters who are not ready to read or who have not learned how to learn. The increasing number of underachievers in all levels of elementary grades into junior and senior high school indicates a need for a different approach in our instructional program. The Winter Haven Perceptual Testing and Training Manual states that fifteen per cent of freshman in high school are reading at or below the fourth-grade level.[1] Alarmingly, this figure is considered illiteracy in an adult. The overwhelming majority of these students are of average or above-average itelligence. Estimates of the number

[1] Florence E. Sutphin. "A Perceptual Testing-Training Handbook for First Grade Teachers." Winter Haven Lions Research Foundation, Inc. 1964.

of children whose academic achievement does not correspond to their intellectual potential vary from fifteen percent[2] to as high as thirty percent[3] of the total school population in some school districts.

Can these children be identified early before the formal education process starts and before a remedial problem becomes evident? Can a preventive program be developed for their needs so that they may go on through school as successful learners rather than starting out as handicapped undeveloped learners?

The establishment of a Junior Primary or, as we have titled it, Step-Up Program, between kindergarten and first grade will help prevent unsuccessful experiences. It will identify early undeveloped learners and will build that foundation of visual, auditory and motor learning skills that are needed. In addition, it will provide those readiness experiences required for success in a first-grade program. Educators frequently find that the undeveloped learner has missed an early developmental stage in his mental, physiological, or neurological growth. With a Step-Up Program we hope to fill in or bridge the gap between kindergarten and the formal first-grade program.

Further planning will be necessary to develop a program of continuity and flexibility so that the child who completes the Step-Up readiness activities in a shorter period of time than one year can continue into primer materials as soon as he is ready. The following outline is therefore brief and is intended to be flexible since the needs of individual children in one school will vary from those in another.

GUIDELINES FOR A STEP-UP PROGRAM

I. Identification of children needing the program
   A. Metropolitan Readiness Test administered in spring of kindergarten year
   B. Kindergarten teacher's evaluation
   C. Identification of children entering first grade without kindergarten
   D. Perceptual-motor screening with Purdue's Perceptual-Motor Survey
   E. Ginn Check-List

II. Qualifications of the teacher
   A. An interested first grade or kindergarten teacher
   B. Someone sensitive to children with learning problems
   C. One oriented to a non-pressured situation
   D. In-service work in perceptual-motor training
   E. One able to use intuitive-inductive approach to learning

III. Organization of class
   A. 15-20 maximum enrollment
   B. Large classroom--regular or over-size to handle equipment
   C. Flexible furnishings
   D. Available assistance from teacher's aide if possible

IV. In-Service
   A. Individual study by teachers--guided reading
   B. Extended contract to study pupil materials and to develop guidelines
   C. Consultant help
   D. Films from Purdue (Kephart)

[2] Albert Harris. How to Increase Reading Ability. 4th Edition. New York: Longmans, Green. 1961, p. 18.

[3] J. D. Boer and M. Dallman. The Teaching of Reading. New York: Henry Holt, 1960, p. 267.

V. Curriculum
   A. Experiential approach
   B. Emphasis on integrated units in language arts, social studies, physical education, the arts, science, etc.
   C. Diagnosis
      1. Peabody Picture Vocabulary Test
      2. Frostig Visual-Perception Test
      3. Murphy's Auditory Perception Test
   D. Resources of the community and of Marion Community Schools
   E. Formally prepared materials
   F. Perceptual-Motor Program

VI. A co-ordinator of the entire program (desirable)

V. THE EFFECT OF A SUMMER TELEVISION READING PROGRAM ON THE READING ACHIEVEMENT OF CHILDREN WHO HAVE JUST COMPLETED FIRST GRADE

Jack W. Humphrey, Evansville-Vanderburgh Reading Center

The U.S. Office of Education awarded a Cooperative Research Branch contract for $24,819 in 1965 to the Evansville-Vanderburgh School Corportaion for the purpose of preventing summer loss in reading ability for children who had just completed the first grade.

Approximately 2500 first grade children were tested in May and September of 1965 with reading and intelligence tests. These children lost an average of two months or 20 percent of their first grade reading achievement.

A workbook was written and a television program planned for an equal number of children in the summer of 1966. The television program was presented for eight weeks, five times per week, 30 minutes each day. The workbook was entitled Ride the Reading Rocket and featured a puppet which was used on the telecasts.

The group that had the opportunity to watch the television program had no summer loss. Those children who watched more than half of the programs made significant gains from May to September. Other results indicated that:

1. Girls have less loss during the summer than boys.
2. Girls have higher reading scores than boys at the end of the first grade.
3. The summer television program significantly increased library usage during the summer.
4. Boys and girls made significant gains in vocabulary comprehension, and total reading on the California Reading Test as a result of the summer television program as compared to boys and girls who had no formal reading program during the summer.

During the summer of 1967 approximately 6000 children will watch the program. Arrangements have been made with area school systems to provide books and leadership so that all Tri-State children will have an opportunity to participate in this program to prevent reading loss during the summer following the first grade.

VI. LET'S MAKE MAGIC

Marjorie Bailey, Muncie Public Schools

Today's teachers are acutely aware of the variety of new materials and techniques for teaching that are widely discussed in the public press as well as in the journals of the teaching profession. They are realizing more and more that all kinds of instructional materials, audio-visual as well as books, are essential for teaching in a technological world filled with children of varying backgrounds and abilities.

Improved, simplified, and new types of equipment, better films and filmstrips, slide sets and filmstrips with correlated sound, vast resources of overhead projection transparencies, study prints, charts, models, tapes and records for individual and small group use with earphone listening sets--all encourage extensive use of audio-visual materials.

New educational terms such as "multi-media" and "mixed media" suggest the interrelated uses of audio-visual materials, books, and other resources. It has been said, "Get the right book and the right child together and you make magic." We say, "Let's add the right audio-visual materials and techniques and make even better magic."

Development of the language arts follows the pattern of first listening, then speaking, reading, and finally writing. Most parents are convinced that children entering school can listen and speak. Teachers, however, have found that listening in a group situation and being able to communicate effectively with classmates is a difficult accomplishment for some children. Stories of increasing length illustrated by many large pictures help the children to listen. Pictures projected on a screen in a semi-darkened room will often evoke speech from a shy child. Pictures which will adhere to a flannel board and which children can manipulate easily help them to retell a story in proper sequence.

Words in a filmstrip legend are recognized by children and become part of their sight vocabulary. Many sets of filmstrips and overhead projection transparencies are designed to strengthen and enrich basic reading, remedial reading, phonics, English skills and literature appreciation. Slide stories can be developed by the teacher and if sound is added by tapes, they are even more effective. Developments in the 8mm single concept field provide new resources for pupils. Cartridge devices are available so that the 8mm silent films can be inserted on a continuous loop cartridge into the projector. The film can be viewed by a small group or by a single child.

Records and tapes can be used to offer audio material ranging from songs, stories and poems, to productions informational in type. Interviews with resource people make interesting recordings for playback experiences. Children can make their own recordings, too, adding an additional medium to the area of creative expression.

Walter N. Judd stated that:

> Teachers deal with the two most important things in the world--ideas and people; the job of good teachers is to evaluate and sort out the sound from the unsound, the true from the false, and the important from the unimportant.

Let's use common sense in selecting and using the right instructional materials and ideas with the right people at the right time--and work MAGIC!!!!!

VII. NEW MATERIALS AND GAMES: AID IN TEACHING CHILDREN READING

Joseph M. Lillich, Saint Francis College

Various types of games and other motivational aids can be a real value in the teaching of reading.[1] Children who need inducements to participate in reading skills development should be provided this experience.[2] Choosing such activities is important, as well as appraising the total reading experience provided for the child to see that proportion of time as compared to the time it takes to prepare and implement the activity.[3]

Zintz suggests three criteria for the use of games and motivational teaching aids.[4]

1. The primary emphasis must be on learning a skill needed in reading.
2. The mechanics of the game must not be such that little time is spent on learning the skill needed in reading.
3. The fun of the game should center around the reading skill rather than being something which the child enjoys apart from reading.

During the past three years the following game approaches have been piloted in numerous northeastern Indiana school corporations:

1. FOX-GO-A-ROUND, published by the Hubbard Company, Defiance, Ohio.
   This is a phonics analysis game geared for elementary school children. Consonants, consonant blends, vowels, and variety (a combination) are the four games suggested in the directions. Thirty clown face cards are included in the game packet and can be reused. A FUNNY, a puppet, is included.

2. MY BOOK WORM, distributed by the Benton Review Publishing Company, Fowler, Indiana.
   This is an educational motivation library aid. It is designed to encourage children to read books. Each pupil receives a picture of a green WORM and is directed to place his name, school, and grade in the blanks provided at the bottom of it. The child colors the head of his BOOK WORM and then colors one body section of the WORM for each book he reads. The title, author, and number of pages in each book is recorded on the last portion of each WORM.

3. PATTERNS IN READING: THE KOOKECUTTERS, distributed by Curriculum Aid Workshop, Fort Wayne, Indiana.
   The KOOKECUTTER series contains a visiting family from Outer Space. Each KOOKECUTTER KID represents one word pattern. The design of the KOOKECUTTER KIDS enables the teacher to stress the endings of all pattern words. After a UFO SIGHTING, Mr. and Mrs. KOOKECUTTER orbit in from Outer Space. Then one by one the KIDS start arriving from Outer Space. Each of these KIDS represents a word pattern. Along with the KIDS, if there is a word (or words) that does not fit the regular spelling pattern, a GOOFKIN arrives.

All three of these games have been effectively used in elementary classrooms.

1 Margaret G. McKim, and Helen Caskey. Guiding Growth in Reading. New York: The Macmillan Company, 1963, p. 362.
2 William Kottmeyer. Teacher's Guide for Remedial Reading. St. Louis: Webster Publishing Company, 1959, p. 111.
3 McKim and Baskey, p. 363.
4 Miles V. Zintz, Corrective Reading. Dubuque, Iowa: William C. Brown Company Publishers, 1966, pp. 68-69.

VIII. A PERCEPTUAL MOTOR PROGRAM

Margaret Perin, Thomas Jefferson, Marion Community Schools

In seeking a way to assist a number of our children who were not experiencing academic success, it was decided to explore the theories which proposed that imcomplete neurological development was the basis of many learning problems.

Sixty-three children at Thomas Jeffereson School, Grades 1 through 4, who had been identified by the classroom teacher as children with learning problems, were screened using the neurological organization form in conjunction with the manual, Neurological Organization in the Classroom. (This approach is used by Doman and Delacato at the Institute for the Achievement of Human Potential, Philadelphia.) Only one of the sixty-three children was able to pass the test at the mid-brain level. Further screening with the Purdue Perceptual Motor Survey confirmed that these same children had not developed a sense of laterality and directionality.

Screening and remediation were initiated on a limited basis in three of our schools this year. Results have been so encouraging that several additional schools are planning to work in this area this fall using the Readiness for Learning material developed by Pierce McLeod, County of Macomb, Michigan. This pre-primer program incorporates the the philosophies of Kephart, Doman and Delacato, along with some of Frostig's program for the development of visual perception. Kephart's book, The Slow Learner in the Classroom, contains a description of some of the major learning areas in the development of the pre-school child, some guidelines for screening to identify children with perceptual-motor problems, and procedures which may be used by the classroom teacher to help teach the basic pre-readiness skills.

While this plan will not solve all our problems, we do feel the neurological approach does have real merit in helping some of the children who now are not having their needs met. For anyone interested in the development of such a program, a trip to Dayton, Ohio, to view their Body Management program would be well worthwhile.

It should be noted that not all children who fail to complete the tasks required in the screening tests will fail to achieve academically, for some children are able to compensate. Conversely, a child's ability to do the tasks does not insure his success.

IX. HELPING STUDENTS TO READ SCIENCE MATERIAL EFFICIENTLY

Joan Williams, Ball State University Reading Center

Are we doing all we should in helping students to use reading skills effectively in science?

Teaching reading skills generally and teaching reading skills in science specifically present several similarities. In both cases there may well be presentation of new vocabulary, clarification of new concepts, building background for fuller comprehension, establishment of purposes for reading, and discussion of material read. These elements play an important part in successful reading of varying kinds of materials. Numerous study skills essential to reading science lessons are also necessary in reading other materials. These skills include efficiency in locating needed information;

in selecting relevant from irrelevant material; in following written directions; in studying to remember information; in organizing material read; and in interpreting graphs, tables, and other visual aids.

However, reading in science requires special consideration. The student should be taught to set up a hypothesis or problem, find all relevant information, be aware of the source's validity, and modify his ideas on the basis of new findings. This requires critical reading at its best.

Science books may present a specific hazard. Walker[1] reported on the readability levels of 39 programed textbooks for the intermediate grades. He compared the levels affixed to the books by their publishers with his findings of the books' readability levels by the Dale-Chall formula. He reported that of the 39 books reviewed, 26 had readability (reading difficulty) levels above the levels indicated by the publishers and that, of the books checked, the science textbooks had the greatest sentence length and the largest proportion of unusual words.

A variety of materials is needed to extend understandings and interest. Due consideration must be given to development of science vocabulary. Bennet[2] reported that a group of second-graders achieved significantly better in science learning through a method employing planned vocabulary introduction and clarification along with the use of a text, various materials, and a resource unit, than through such a method which excluded the vocabulary introduction.

Are we, then, doing all we should in helping students to use reading skills effectively in science? Are we suiting books to students, rather than to grades? Are we developing new vocabulary, clarifying concepts, aiding purposeful reading, teaching the reading skills needed in science reading? Are we utilizing a variety of materials, including books? Or can we compare the situation to that of "The Walrus and The Carpenter:"

The Walrus and the Carpenter
Were walking close at hand;
They wept like anything to see
Such quantities of sand.
"If this were only cleared away,"
They said, "It would be grand."[3]

1 William L. Walker. "Measured Readability of Intermediate Grade Programed Textbooks," Teachers College Journal, 37 (March 1966), 179-181, 218.

2 Lloyd M. Bennett. "A Study of the Integration of An Earth Science Unit Within the Reading Program of a Second Grade by Utilizing the Word Analysis Approach," School Science and Mathematics, 66 (November 1966), 729-736.

3 Lewis Carroll. "The Walrus and the Carpenter," Alice's Adventures in Wonderland.

X. ARE WE TRYING TOO HARD?

Bernard Schmidt, Purdue University

Not only because our subject is in the form of a question, but because I'm not sure of my own stand, I wish to put my comments in the form of questions.

Because all of us with some experience in reading programs beyond the traditional cut-off point in formal reading training know the great value of training beyond this point, do we, in our zeal and eagerness, make too many concessions to the administrators

and the students in order to get our programs started, or to keep them going? Let me give three examples of what I mean.

First, because giving academic credit for a reading course sometimes involves curriculum juggling and the arithmetic of hours and units--problems that administrators don't like--do we concede, and agree to non-credit courses? We know the reading course is well worth credit. We know many potential students will believe that if the course doesn't carry credit it must not be very important.

Second, even though we know that all students can benefit from further reading training, that there is no "graduated reader," do we if we happen to be high school teachers let people talk us into skimming off for the make-up of our classes either the top 20% or so--the snobbishly termed "college bound"--or at the other extreme, the lower 20% or so victims of that faceless statistic, the College Board score? And as college teachers, do we let administrators, curriculum committees and the like tell us we must limit our classes to students who have weak high school records or academic problems in college?

Third, to get a little reflected light from the blatant glamour of the 3000-word-a-minute people, and to appease in both administrators and students doubts about the pragmatic value of our courses, do we over-emphasize speed? Do we talk neatly about student's reading speed and how it can be improved, when all of us know that nobody has a reading speed, but many speeds, depending on what he is reading and why? Do we admit that nobody has to take a reading course merely to increase his speed--he can do that at home simply by making himself go faster across the page--but that the real heart of a reading course is bettering the various kinds of comprehension, as well as judgment, taste, maturity, wisdom, and attitude?

As you can see, up to now there are question marks after almost all of my sentences. Are the implications of my three points justifiable? Or, because the academic world, like all other worlds, is made up of compromise and accommodation to get anything done at all, are the questions simply too idealistic, to impractical, and too far from the facts of life?

XI. THE STATE: CERTIFICATION AND PROFESSIONALISM

Roxel Brown, State Department of Public Instruction

I wish to state emphatically that the views I present do not necessarily represent the philosophy of the Teacher Training and Licensing Commission or the Division of Teacher Education and Certification. I endeavored to meet with the Director of this division, but this is one of the weaknesses of the Department of Public Instruction - the personnel changes frequently.

Whatever the arguments against certification, most people agree that the ultimate power for certification should rest with the state. But in some cases the state has delegated this authority to cities. For example--New York City certifies teachers. Some colleges have been given this authority, also. At least four institutions in Missouri issue certificates.

A very brief description of the organization of the Indiana State Department of Public Instruction is in order at this time. Two groups are concerned primarily with teacher certification. The Teacher Training and Licensing Commission of the State Board of Education is granted the power of prescribing the education and qualifications

of teachers in the public schools. It is also responsible for the accreditation of teacher education institutions in Indiana desiring to prepare teachers. It is furthermore charged with the responsibility of improving instruction in the schools of the state, and attracting well-qualified candidates for teacher education.

The Division of Teacher Education and Certification is the branch of the State Department of Public Instruction that is responsible for implementing these policies. Dr. John Reiset, who has been the director of this division from 1960 to 1964, and a committee of some 400 educators are responsible for the requirements. Basically, there are six types of certificates issued: those issued for elementary teachers, junior high school teachers, secondary teachers, vocational teachers, school services personnel, and administration and supervision. All of these are provisional for five years and may be made professional with subsequent education and experience. Each of these certificates may also have endorsements in special areas.

This group would probably be most interested in those concerning reading, as there seems to be much confusion on certification of reading specialists in the state. There are really two paths that you may follow. First, teachers with certificates to teach in the elementary, junior high or secondary schools may work for what is called an endorsement in reading. This follows the minimum requirements of the International Reading Association for a reading specialist (24 hours). Second, those who want an endorsement as a reading specialist must first of all obtain a School Services Personnel Certificate. With 30 hours in reading and related fields you will receive a provisional endorsement. Before this becomes professional you must have sixty semester hours of graduate credit above the B.A. and at least three years' experience as a reading specialist. Thus a reading specialist in Indiana requires much more preparation than the minimum requirements developed by the IRA. As you can imagine there are very few teachers with this endorsement.

Many people desire to change some of the requirements for the various certificates. Changes are made by appearing before the Commission which holds public meeting for this purpose. Actually most of the changes that were made in Bulletin 400 were made by specialists thus appearing.

There is a lack of research to support our belief that the extensiveness of general and professional education is positively correlated with teacher effectiveness. We are not positive as to just what type of program is most effective in preparing teachers, and while we preach indivdual differences in our methods courses, we seldom try to adjust our programs to meet the needs of the individual teachers. We put all teachers through the same course regardless of what they are likely to be teaching or the types of children with whom they will work.

All elementary education majors are required to take two courses in art and two in music, yet they are very fortunate if their curriculum requirements permit a single course in reading. The majority of teachers are prepared to teach in middle-class schools although the greater percentage are hired to teach in schools that are at much lower economic level. Is this the reason that teachers feel that they must move to the suburbs as soon as possible?

I believe that there should be much more care in the selection of supervising teachers. Under present state requirements almost any teacher with a master's degree would qualify. In view of the fact that every educator, including our critics, have stressed the importance of student teaching, it makes sense that we examine more closely the people we choose to direct this experience. Both the state and the teacher training institutes should develop much higher standards for supervising teachers.

It also seems necessary that the colleges select their very best personnel for directors of student teaching. Graduate students and professors who have never been in a public school teaching situation are not qualified to direct student teaching.

The professional teacher does not become that way from merely piling up a required number of credits for professionalism is more of an attitude or state of mind than printing on a piece of paper issued by the state. One of the fallacies of a prescribed course of studies is the "mind set" that a teacher develops. After finishing the last course, there is more likely to be a sigh of relief rather than a feeling that other courses would help towards a better job of teaching. A professional teacher is one who recognizes his weaknesses. I believe that a professional teacher is not so interested in what the minimum requirements for certification in any field would be, but rather in what maximum preparation would be. The state cannot make a person professional by legislation; it is a teacher's willingness to prepare himself for challenges that make him a professional.

CHILDREN LEARN WHAT THEY LIVE

IF A CHILD LIVES WITH CRITICISM,
HE LEARNS TO CONDEMN.

IF A CHILD LIVES WITH HOSTILITY,
HE LEARNS TO FIGHT.

IF A CHILD LIVES WITH RIDICULE,
HE LEARNS TO BE SHY.

IF A CHILD LIVES WITH JEALOUSY,
HE LEARNS TO FEEL GUILTY.

IF A CHILD LIVES WITH TOLERANCE,
HE LEARNS TO BE PATIENT.

IF A CHILD LIVES WITH ENCOURAGEMENT,
HE LEARNS CONFIDENCE.

IF A CHILD LIVES WITH PRAISE,
HE LEARNS TO APPRECIATE.

IF A CHILD LIVES WITH FAIRNESS,
HE LEARNS JUSTICE.

IF A CHILD LIVES WITH SECURITY,
HE LEARNS TO HAVE FAITH.

IF A CHILD LIVES WITH APPROVAL,
HE LEARNS TO LIKE HIMSELF.

IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP,
HE LEARNS TO FIND LOVE IN THE WORLD.

AUTHOR UNKNOWN

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HOW THE PARENT CAN HELP*

Teaching reading is an important and difficult job in which both the school and the parent can cooperate.

Here are many ways in which you as a parent can help your child:

1. Talk to your child. Almost from the day that he is born, a child is ready to express himself. At first, he will respond by cooing and gurgling. Later he will pick up a few words and sense the rhythm of language. Help him to add words to his speaking vocabulary. The more words he uses naturally in his ordinary conversation, the more words will have meaning for him when he sees them on the printed page.

2. Listen to your child. Children must have many opportunities to express themselves. Encourage your child to talk about things he has seen or done. The more the child talks, the better he is likely to read. Do pay attention when he is talking with you. Listen to your child read. Suggest that before he reads aloud to you, he should read the story to himself to be sure that he knows all the words. This makes listening to him read much more interesting to you.

3. Read to your child. Every time you read to him you are building an appreciation of books and reading. A child who has been read to is usually more anxious to read to himself. Reading becomes more important. Remember his listening and interest levels are above his reading level.

4. Help him with his reading. Tell him the words if he's in the beginning stages of reading. Help him to work out the word if he's in a later stage by looking at the picture, skipping over the unknown word and reading the rest of the sentence to see whether this suggests a new word, and checking to see whether the word makes "sense" in the sentence. ("I was a pig" or "I saw a pig.)"

5. Teach your child how to take care of books. He will then learn to regard books as friends.

6. Take him on trips. Even a short trip on the bus or subway will excite his curiosity and interest in the world around him. Point out interesting things and give him new words and meanings for words. (There are many places of interest in the Chicago and Calumet Area.)

7. Build-up a reading atmosphere at home. Have books, magazines, newspapers, etc. around the house. Let your child see you reading frequently. Tune in to thoughtful programs on the radio and television. Your child will tend to imitate his parents.

*Prepared by Division of Elementary Education, New York City.

HOW THE PARENT CAN HELP (CONT'D)

8. Encourage him to join the public library. Take him to the library at first. Don't tell him what books to select. If he is a poor reader, he may at first choose easy books. As he gains confidence, satisfaction, and improves in reading he will choose more difficult books.

9. Buy games and puzzles for your child. These help your child learn shape and form and help him relate words to things. Anagrams, letter games, Scrabble, and Lotto will help him with his spelling and reading. Jigsaw puzzles help a child recognize shape, because the puzzle piece must be matched to fit a space.

10. Make games. You can make simple word games by cutting words from a magazine and asking your child to match these words to a picture. Make word cards for troublesome words (was, there, what, went, etc.) and play a game with your child. How quickly can he learn the word and how many word cards can be removed from the pack because he really has learned them? What words should be added?

11. Buy books for your child. For birthdays and holidays, buy books when you can afford them. A child who owns a few good books is usually interested in reading. Try to get books at his reading grade level so he can read these books with fun and pleasure. Buy children's magazines too: Children's Digest, Humpty Dumpty, Calling All Girls, Boys' Life, etc.

12. Praise your child. Remember, reading is a difficult task. Don't expect him to know the word when you tell it once or twice or even ten or twenty times. Some normal children need to see a word many more times than this.

13. Keep your child well and rested. A child who has stayed up late to watch television shows the effect next day in his school work. Cooperate with the school nurse and doctor in correcting his vision or hearing or nutritional defects.

14. Give your child responsibilities which he is capable of taking. This allows him to earn recognition and to get real satisfaction from accomplishments.

15. See that your child has good habits of attendance. When he is absent from school, he misses his work and may not be able to keep up with the class.

16. Check your child's report card. If he is having trouble with reading or any subject, consult his teacher to find out why and how you can help.

17. Set aside a regular time for homework. Give your child a definite place in which to work. Help him develop the habit of daily attention to homework routines.

HOW THE PARENT CAN HELP (CONT'D)

18. Guide your child to better movie-going. Select radio and TV programs which will give him worthwhile information as well as entertainment. Check the newspaper listenings for these programs.

19. Accept your child as he is. Don't compare him with his sister, brother, or friend. Encourage him to improve as much as he can.

20. Show a real interest in school. The parent's attitude is usually the child's. You and the teacher are partners in the important job of teaching your child to read. An interested, relaxed, helpful parent is a most valuable co-worker and you are the partners we need.

Remember: Children learn to read by reading. The more they read, the better readers they become!

HOW TO RUIN YOUR CHILDREN*

Begin with infancy to give the child everything he wants. In this way he will grow to believe the world owes him a living.

When he picks up bad words, laugh at him. This will make him think he's cute. It will also encourage him to pick up "cuter" phrases that will blow off the top of your head later.

Never give him any spiritual training. Wait until he is 21 and then let him "decide for himself."

Avoid use of the word "wrong." It may develop a guilt complex. This will condition him to believe later, when he is arrested for stealing a car, that society is against him and he is being persecuted.

Pick up everything he leaves lying around--books, shoes, clothes. Do everything for him so that he will be experienced in throwing all responsibility on others.

Let him read any printed matter he can get his hands on. Be careful that the silverware and drinking glasses are sterilized, but let his mind feast on garbage.

Quarrel frequently in the presence of your children. In this way they will not be too shocked when the home is broken up later.

Give a child all the spending money he wants. Never let him earn his own. Why should he have things as tough as you had them.

Satisfy his every craving for food, drink, comfort. See that every sensual desire is gratified. Denial may lead to harmful frustration.

Take his part against neighbors, teachers, policemen. They are all prejudiced against your child.

When he gets into real trouble, apologize for yourself by saying, "I never could do anything with him."

Prepare for a life of grief. You will be likely to have it.

*Original Source Unknown.